

STRUCTURAL COMPOSITION OF MODERN GENERAL SECONDARY EDUCATION AND SCHOOL MANAGER ACTIVITIES

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***Abstract.** Today, the changes and developments in every sphere of our society demand modernity from the education system. Especially the development of general secondary education, which is the main link of education, is the demand of today. Based on this, the quality of school education serves as the basis of national security, global stability, long-term development and prosperity. In this article, the structural composition of modern general secondary education and the activities of the school manager, the laws of modern school management, management methods, all structural levels of effective management, the characteristics of modern school activities, the content and essence of the components of modern general secondary education, and the views of scientific researchers on this concept analytical approach.*

***Key words:** modern school, management styles, school manager, management technology, quality management.*

I. Introduction

High-quality general education is one of the indicators of the high standard of living of the population, and it is a condition for ensuring gender equality, social and cultural harmony, and an effective tool for economic growth. Based on this point of view, special attention is paid to the development of school education, creation of a healthy environment in the pedagogical team, improvement of school management and education quality management.

The level of the quality of school education, science, culture and the intellectual potential of the population significantly determines the further development of modern society, and is of great importance in ensuring its continued existence. In our society, there is a tendency to increase the volume of investments in human resources, to improve the process of providing ample opportunities for the young generation, and to significantly increase the attention to education, including school education efficiency indicators. This is related to their high-quality general secondary education, mainly due to the organizational and pedagogical conditions of quality management of school education. In our republic, today, the problems of long-term and direct influence of management at the intra-school level on students, pedagogical and parent teams are being studied as the main object of research in a number of scientific works.

The analysis of scientific literature on the education system showed that, according to most researchers, a modern general education school is an educational institution that ensures the realization of the rights of citizens to general secondary education.

II. Literature review

The general education school should provide quality education to all students. This requires paying attention to educational content and methods that form the worldview, values, the ability to learn independently, critical thinking, the ability to use information technologies, the awareness of personality and self-expression in various forms of creative activity, which are necessary for a life-thought and professional choice. At the same time, in the conditions of development of education, the problem of perfecting the organizational structures of educational institutions, the process and content of the distribution of tasks and functional obligations, researching the renewal of the organizational

49	ISSN 2277-3630 (online), Published by International journal of Social Sciences & Interdisciplinary Research., under Volume: 13 Issue: 02 in February-2024 https://www.gejournal.net/index.php/IJSSIR
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pedagogical activity of the manager becomes urgent.

All these issues are related to one of the main tasks of the manager - the implementation of the educational process and the organization of management activities. Management activity includes such an important action as ensuring the conditions and process of educational activity of the educational institution. If management relies on certain laws, it is considered consequential.

III. Analysis

T.A. Shalina reveals the characteristics of the general educational activity of a modern school through the relevant laws of management, thereby offering to understand the relatively stable cause-and-effect relationships that exist in system objects, processes, and events.

Based on the core of the systematic approach, the scientist defines the following groups of laws of modern school management:

1. Forms of management arising from system effects at a more general level in modern schools, i.e.:

goals in modern schools, management technologies are related to the ideology of the state structure, socio-economic processes, the general style of management;

the decisive influence of general level systems in the field of education and management in modern schools;

adaptability to regional and local conditions in educational institutions and cooperation with various organizations.

2. Laws determined by the essence of the processes of direct management of a modern school: periodicity of stages and related management functions;

unity of management trends;

the purpose of the internal structure of management and the compatibility of modern school activities;

dependence of quality management on the level of diagnosis and modeling of future activities;

qualitative interdependence between structural elements of management;

the correct proportional dependence on the balance and completeness of the mutual direct and reverse direction of quality management;

the legitimacy of the influence of functional knowledge on the operativeness, accuracy and effectiveness of management subjects and objects;

the presence of disruptive factors and the need for constant influence in the process of modern school management;

the dependence of effective management on direct leadership at all structural levels.

3. Laws of modern school management conditioned by socio-psychological factors:

the dependence of teachers' work motivation on culture and management style, working conditions, and material support;

the unity of the team depends on the work of the management and the creation of a suitable mental climate;

the dependence of the development of creative activity of the pedagogical team on the level of professional freedom and democratization of management;

satisfaction with work results depends on objective assessment and timely incentives;

satisfaction with work results depends on objective assessment and timely support;

effectiveness of modern school management depends on the competence, style and professional qualities of the leadership.

In the works of O.V. Arakelyan, V.I. Maksakova, etc., in today's conditions, the general educational activity of a modern school should not be average, but should provide timely, reliable and objective information about the quality of education, but this should help every student master

the basics of science, reflects the personal nature of helping. Achieving the quality of education of a modern school can be considered a process of educational management, and management subjects should be not only educational managers, but also pedagogical staff and students. The teaching process in a modern school is mainly aimed at solving educational tasks, each of them has a didactic nature.

A mandatory component of this process is the control of knowledge, skills and competencies, that is, the verification of performance, as well as the control of the correction of educational achievements. A detailed analysis of the results of the students' educational activities can be carried out on the basis of a unified system of monitoring knowledge and diagnostics of the professional skills of pedagogues, which allows all participants of the general educational activities of a modern school to receive the necessary information.

A.A.Logvinov made the most complete analysis in terms of determining the laws of functioning and development of general education.

Therefore, the author divides the laws into two groups: those that reveal the basis of the management sub-structure and those that reveal the performance characteristics of the development of the management sub-structure.

The scientist includes the following in the first group of laws:

management of general secondary education is determined by the laws of social management; the general laws of general secondary education management exist objectively, regardless of the level of management, and reveal established relationships between external and internal motivational influences and the response of the general secondary education management infrastructure;

laws at each level of management exist objectively, they reflect this level by revealing the inherent relationships between the characteristics of the subsystem of management and environmental components;

the general functions of management are defined by the laws of the management process;

target functions of management structures at a specific level are determined by the establishment and laws of this structure;

management effectiveness is ensured by coordinating the goals of all management entities, taking into account the real situation;

the statistical and dynamic structures of the control subsystem are filled with control subjects and the order of their interdependence;

the effectiveness of management activities depends on the level of compatibility of the managing and controlled subsystems;

management technology provides a mechanism for the direction of activities to achieve the set goals and reveals the interdependence of the goal, the sequence of actions, the distribution of the degree of freedom between management subjects;

the effectiveness of management depends on the interaction of management subjects, the degree and number of degrees of freedom, the existence of a benchmark model of intermediate and final results, and the periodicity of establishing interactions for the purpose of directing activities to achieve the goal.

In the second group of laws, the author includes those that reveal the features of the management infrastructure:

it is characterized by qualitative and quantitative changes in the content, structure, management technology, depending on the characteristics of the set parameters and result criteria of the general secondary education management system;

adaptation of the management system to external and internal conditions, operation, aimed at the development of the system and depends on the current adaptation of the procedure and target functions of communication with all subjects of the management process;

the order of communication between management entities is related to the nature of tasks, management forms and methods, qualifications and capabilities of executors;

increasing the amount of the degree of freedom strengthens the processes of self-organization, which increases the motivation of the performers;

management has a communicative basis, therefore, the feasibility of management depends on the frequency of establishing communicative relations between management subjects as the basis of regulation;

management quality depends on the level of development of the result criteria, the level of orientation of the process to this result, the level of compliance of the developed model with the result.

According to the results of the theoretical analysis, E.A. Seytkhalilov emphasizes that all concepts of building the general educational activity of the modern school are aimed at the development of learned independence, the use of a personally oriented approach to teaching, teamwork, the development of collective thinking, etc. Based on this, the author emphasizes that the current conceptual support of the process of development of general educational activities of a modern school does not emphasize educational activities, control, self-control, correction and similar partial components.

According to R. G. Mullakhmetova, A. N. Dzhurinskyi, education as a priority field in the social-economic, spiritual and cultural development of the modern state will disappear. The most important role in the education system belongs to the teacher. It is through the activities of specialists of this category that the state policy aimed at strengthening the intellectual and spiritual potential of the young generation, developing science and technology, preserving and increasing cultural heritage is implemented. In this case, the most important thing is not the scope of knowledge, but the ability to independently carry out their knowledge, to be able to provide for themselves, to show constant activity in the pursuit of maturity.

By its essence, education serves the future, is the foundation for future changes in society, and determines whether it will develop in a progressive direction or, on the contrary, in a regressive direction.

IV. Discussion

We will focus on the elements as components of the management activity of the modern general secondary education process.

The school manager uses the following management methods in the process of managing general secondary educational institutions:

Authoritarian style of management - the authoritarian style of social management represents the monopoly of the leader. That is, the team is managed based on the instructions and orders of the leader.

The advantage is that there is strict discipline in the team. All tasks are managed without words. This method is very convenient in emergency and problematic situations. The disadvantage is that there will be no freedom and independence in the team. When a leader ceases to function, the entire team ceases to function or derails.

Democratic management style - work is organized on the basis of democratic principles. That is, team activities will be launched after consultation and agreement with the majority. The leader solves problems in a consultative, council style. The advantage is that all members work independently, discipline and personal initiative are observed. The opinion of the majority is taken

into account. Disadvantage - in emergency situations, time and opportunities to solve problems can be lost.

Liberal management style - team members operate freely. Peace and quiet atmosphere reigns in the community. The advantage is that the relationship is based on mutual respect, team work develops at the same pace. Disadvantage - team members do not show personal initiative, development is very slow. Later, team members may become apathetic.

The school manager implements the management process based on the following **approaches**:

Hierarchical approach to management - this approach to management reaches from the top management bodies to the bottom in the team. After completing its own part of tasks in each class, it goes to the lower level and is completed. In turn, control of the execution of tasks is carried out in a hierarchical order.

Systematic approach to management - team activities, members' and leader's activities are planned based on a certain system.

Team activity is regulated, managed and controlled as a whole system.

Situational approach to management - a situational approach is used to solve various emergency or problem situations in team activities. In this case, specific methods and forms are used in each situation.

The school manager can use the following **management methods** during his activities:

Organizational-administrative management methods are centralized management of the organization's activities, and the activities of the team members are coordinated by the leader.

Socio-psychological management methods are management methods that affect the morale and motivation of team members through the method of persuasion in the management of an educational institution, and this management method helps to create a positive social environment in the team.

Economic management methods - methods of managing the educational institution and the interests of its members with the help of financial means, based on legislation, belong to this group.

Time management methods - efficient and effective use of time in organizing team activities and the leader's own activities, methods of managing work taking into account specific time opportunities.

It is envisaged that the school manager will carry out his activities in the following **areas**:

Educational process - this direction of the management of the school manager is implemented based on the main goals and tasks of the educational sector. That is, in this direction, the manager manages the performance and results of tasks such as the distribution of lessons, the compliance of the educational process with educational and regulatory documents, the quality and efficiency of education.

Spiritual-educational activity - management of spiritual-educational work with students and teachers in the educational institution, including the role of the school manager, organization of spiritual-educational and educational work with each student, teacher and team, mass and individual events carrying out tasks such as monitoring their results.

Pedagogical team activity - the school manager directly organizes, directs and monitors the work results of the pedagogical team. In this regard, he organizes activities in various directions with the pedagogical team, supervises their pedagogical activities.

Strengthening the material and technical base - in order to organize effective activities in various directions in the educational institution, the school manager must also organize and manage the supply of the material and technical base.

Cooperation with social institutions - during its activity, the educational institution works in cooperation with the family, neighborhood and other social organizations. In this cooperation, the

school acts as the main and leading link. That is, in this position, the school manager organizes, coordinates and manages the cooperation of social institutions in the field of education.

Social and psychological environment in the team - the environment in the team has a direct impact on the effectiveness of work. Therefore, the school manager should constantly study the environment in the team and look for healthy competition and atmosphere in order to create content.

Management of the leader's own personal activity - the correct and planned organization of the school manager's personal activity is an important factor in the effectiveness of team management. In addition, the level of formation of personal activity management skills is important for the school manager to manage his business activities correctly, to be able to use time effectively and to control his health.

V. Conclusion

Based on the above, it can be concluded that it is appropriate to present the main structural structures of modern school general education in three generalized forms. The first component mainly reflects the conditions of educational activities, including planning, material and technical support, classroom network, staffing. The second structural component, by its essence, covers the process of educational activity itself, which implies the implementation of the educational process, the professional qualities of the leader, management activities. The last component is manifested as a result of educational activity, which is revealed in the appropriate achievements of learners, pedagogues, leaders, in the image of a modern school.

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